

DOCUMENT RESUME

ED 360 442

UD 029 385

TITLE Holland House/Boysville Chapter 1 Neglected and Delinquent Program. Product Evaluation Report, 1992-93.

INSTITUTION Saginaw Public Schools, Mich. Dept. of Evaluation Services.

PUB DATE Jul 93

NOTE 18p.

PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Achievement Tests; Adolescents; Child Neglect; *Compensatory Education; Delinquency; *Disadvantaged Youth; Federal Programs; High Schools; *High School Students; Program Evaluation; Reading Achievement; *Reading Programs; Residential Programs; Test Results; *Tutorial Programs; *Urban Youth

IDENTIFIERS Education Consolidation Improvement Act Chapter 1; Hawkins Stafford Act 1988; *Saginaw City School System MI

ABSTRACT

Holland House is a residential program for neglected and delinquent youth in Saginaw (Michigan). In 1992-93, the program received Education Consolidation and Improvement Act Chapter 1 funding, which was used for materials and a teacher and an aide for a reading skills tutorial program. This product evaluation was conducted in 1992-93, and focuses on the degree to which participants achieve the major objectives of the program. Student entry and exit normal curve equivalent (NCE) scores on the Woodcock Johnson Tests of Achievement--Standard Battery were compared. Twenty-five students were served by the program in 1992-93 (14 Black, 9 White, and 2 Hispanic), and 11 students for whom there were complete data were considered in the study. The grant performance criterion specified that students would improve more than three NCEs in reading. Test scores indicate that the program attained its objective in both basic and advanced reading. Seven of the 11 evidenced gains in both areas, 1 experienced a gain in only 1 area, and 3 showed losses in both. Recommendations for program improvement are offered. Three tables present study findings. Four appendixes contain a weekly evaluation form and three additional tables. (SLD)

* Reproductions supplied by EDRS are the best that can be made *

* from the original document. *

ED360442

EVALUATION REPORT

HOLLAND HOUSE/BOYSVILLE
CHAPTER 1 NEGLECTED AND DELINQUENT PROGRAM

PRODUCT EVALUATION REPORT
1992-93

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as
received from the person or organization
originating it.
☒ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.



Saginaw, Michigan

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

R. N. Claus
School District Saginaw

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC) "

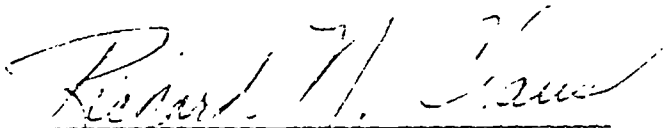
1029385

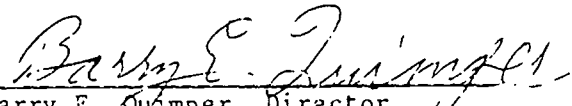
HOLLAND HOUSE/BOYSVILLE
CHAPTER 1 NEGLECTED AND DELINQUENT PROGRAM

PRODUCT EVALUATION REPORT
1992-93

An Approved Report of the
Department of Evaluation, Testing and Research

Paul Křrčka, M.A.,
Research/Evaluation Specialist


Richard N. Claus, Ph.D.,
Manager, Program Evaluation


Barry E. Quimper, Director,
Evaluation, Testing and Research

Dr. Foster B. Gibbs, Superintendent
School District of the City of Saginaw

July, 1993 3

TABLE OF CONTENTS

	Page
INTRODUCTION	1
PROCEDURES	2
Participants	2
Method	2
FINDINGS	3
Attainment Of The Standard	3
SUMMARY	5
RECOMMENDATIONS	6
APPENDICES	7
Appendix A: Weekly Evaluation Form - Holland House	9
Appendix B: Disbursement Record Of Chapter 1 Funds For The Holland House Program During 1992-93	10
Appendix C: Chapter 1 Inservice Attendance	11
Appendix D: Broad Reading And Passage Comprehension Gains	12

LIST OF TABLES

Table		Page
1	Attainment Of The Performance Standard	3
C-1	Chapter 1 Inservice Attendance	11
D-1	Broad Reading And Passage Comprehension Gains	12

INTRODUCTION

Holland House is a residential program designed for neglected and delinquent youths. During 1992-93, the program received Education Consolidation and Improvement Act (ECIA) Chapter 1 funding. This funding was used toward the purchase of materials for a reading skills tutorial program and to reimburse the program for salary paid to a teacher and a part-time aide. As well, the supervisor and two staff members attended Chapter 1 sponsored inservice sessions.

The majority of the instruction received by the students in this program occurred at Nouvel Central Catholic High School located in Saginaw Township. During the day, students attended classes in a classroom specifically set aside for the use of this program. Some students, depending upon their needs and abilities, also take classes in the regular Nouvel program. The remainder of the instruction occurred at the Holland House group home (614 East Holland Avenue, Saginaw, Michigan). During the evening, students attended additional sessions of study and instruction which varied from one to two hours in length.

Student progress was monitored on weekly evaluation sheets. Each student received a weekly description of his behavior and participation and a letter grade reflecting his academic performance. Appendix A contains a blank copy of this evaluation form.

The balance of the text of this report will present the procedures and findings of the 1992-93 product review. A chart detailing the program's 1992-93 Chapter 1 expenditures can be found in Appendix B and a list of Chapter 1 inservice sessions attended by the staff is in Appendix C.

PROCEDURES

A product evaluation focuses on the degree to which participants achieve the major objectives of the program. This evaluation consisted of comparing students' entry and exit normal curve equivalent (NCE) scores on the Woodcock-Johnson Tests of Achievement - Standard Battery (WJ-R-ACH) Form A against the success criterion (specifically, an average gain in excess of three NCE's in basic and advanced reading scores). This test is not on the Michigan Department of Education's (MDOE) list of approved tests nor is it the test specified in the funding grant; however, it was nationally normed 1986-1988 (Woodcock and Mather, 1989) and, according to the program supervisor, is widely used in the Michigan Boysville Program.

PARTICIPANTS

During 1992-93, 25 students were served by the program.¹ Of these, 14 (56.0%) were Black, 9 (36.0%) were White, and 2 (8.0%) were Hispanic. They ranged in age from 13 to 17 years.

Eleven of the 25 (44.0%) program participants were considered in this study. Of the other 14, 9 (36.0%) entered the program with less than 5 months remaining in the school year, and 5 (20.0%) left the program without taking a post-test.

METHOD

In late August, 1992 (or upon entry to the program), the students were pre-tested and in May, 1993 (or just before exiting the program), the students were post-tested using the reading subtests of the WJ-R-ACH.

¹ Although 25 students were served by the program throughout the year, there were at most 13 students in the program at one time. Students were released from and admitted to the program over the course of the year.

FINDINGS

Student performance was examined to determine whether the program attained its standard.

ATTAINMENT OF THE STANDARD

The performance criterion specified in the grant was that students would, in aggregate, evidence gains over and above the Michigan standard (more than three NCE's) in basic and advanced reading skills. Operationally, this was defined as growth in NCE units on, respectively, the broad reading and reading comprehension subtests of the WJ-R-ACH.

Table 1, below, presents the average gains, in NCE's, in basic and advanced reading evidenced by the students during 1992-93. Table D-1, in Appendix D, presents the actual pre- and post-test NCE scores, and change, for each of the 11 students considered in the study.

Table 1

Attainment of the Performance Standard^a

Reading skill	Mean gain in NCE's	Standard attained
Broad reading (basic)	7.2	Yes
Passage comprehension (advanced)	3.5	Yes

Note. N=11 students.

^aStandard: Post-test NCE scores will on average exceed three NCE's greater than pre-test scores.

Based upon the data contained in Table 1, it can be concluded that the program attained its objective in both basic and advanced reading.

Also from Table D-1, one can find that 7 (63.6%) of the 11 students evidenced gains in both basic and advanced reading, 1 (9.1%) experienced a gain in basic but a loss in advanced reading, and 3 (27.3%) demonstrated losses in both reading areas.

SUMMARY

During 1992-93, the Holland House program provided classroom and tutorial instruction as well as guidance and counseling to 25 youths.

The program received Chapter 1 funding to purchase instructional materials to help defray the salaries of a teacher and a part-time aide for a tutorial reading program.

The aim of this evaluation review was to examine the amount of growth in reading skills evidenced by the participants. An average gain in excess of three normal curve equivalents (NCE) units in both basic and advanced skills as measured by the WJ-R-ACH was set as a standard for the program. This standard was attained.

Beginning on the next page, recommendations will be offered.

RECOMMENDATIONS

Prior to offering recommendations, it should be noted that the program is attaining its goals. It is providing a remedial program to delinquent youth, only one aim of which is to improve those students' reading skills. These recommendations are presented with the intention of enhancing an already effective program's approach to that one aim.

It should also be noted that the recommendations below are not meant to be exhaustive; the enhancements they suggest may be attainable through other means. The supervisor and staff may want to consider what other means are available and should seek assistance from the district's Compensatory Education and/or Evaluation, Testing, and Research departments.

- The staff should continue, where possible, to attend inservices offered through the Saginaw Public Schools' Instructional and Staff Development Center. Further, they should maintain dialogue with local Chapter 1 personnel. Both of these vehicles can provide a profitable interchange of ideas.
- The supervisor should try to determine the reason for the success in student performance (whether it was due mostly to individual differences, program priorities [directly related to student need], instructional changes, or student attitude during the test) and what could be done to sustain positive performance.
- Student performance should be assessed by the test specified on the funding grant (e.g., the Woodcock Reading Mastery Tests - Revised, 1987, Forms G & H) or the grant should be modified to specify the test used.

REFERENCES

Woodcock, R.W. and Johnson, M.B. (1989). WJ-R-Tests of Achievement, Standard Battery, Form A. Allen, TX: DLM Teaching Resources.

Woodcock, R.W. and Mather, N. (1989). WJ-R-Tests Of Achievement: Examiner's manual. In: F.W. Woodcock and M.B. Johnson, Woodcock-Johnson Psycho-Educational Battery - Revised. Allen, TX: DLM Teaching Resources.

APPENDICES

WEEKLY EVALUATION FORM - HOLLAND HOUSE

STUDENT _____ DATE _____

PERIOD	SUBJECT	WEEKLY GRADE	COMMENTS	NO. MISSED ASSIGNMENTS	TEACHER	REQUEST MEETING	
						NO	YES

- COMMENTS:
1. NEEDS TO PARTICIPATE MORE
 2. DISRUPTIVE IN CLASS
 3. FAILS TO KEEP UP WITH ASSIGNMENTS
 4. GOOD STUDENT
 5. HELPS OTHERS IN CLASS
 6. PARTICIPATES WELL IN CLASS

APPENDIX B

DISBURSEMENT RECORD OF CHAPTER 1 FUNDS FOR THE HOLLAND HOUSE PROGRAM DURING 1992-93.

<u>ITEM</u>	<u>COST</u>
<u>Capital/Supplies</u> ¹	10,408.00
<u>Salary Reimbursement</u>	884.00
<u>Conferences</u>	412.00
 <u>Total Expenditure</u>	 \$ 11,704.00 ²

¹ These supplies included:

- Supplemental and summer school textbooks
- Resource books (e.g., encyclopedia, dictionaries)
- Magazines and newspapers
- Maps
- Paperback books
- Videos
- Computer supplies
- Shelves and office furniture
- Testing materials.
- Classroom supplies (e.g., pencils, pens, paper, folders, notebooks, and calculators).

² The total allocation for the program was \$16,238.00, which left \$4,534.00 unspent as of the time this report was written. Plans for the expenditure of these funds during Summer, 1993, have already been made.

APPENDIX C

Table C-1

Chapter 1 Inservice Attendance

Inservice	<u>Staff Attending</u>			Count
	A	B	C	
Recognizing Tourette Syndrome in the classroom and in daily life situations.	x			1
After school cross age tutoring.	x			1
The changing role of Chapter 1 teachers and aides.	x			
Fostering self-esteem of children with LD or ADD from blame to empathy.	x	x	x	3
Selected strategies for fostering self-esteem, motivation and learning.	x		x	2
Child abuse.		x	x	2
Student emergencies in the classroom and on the playground.		x		1
CATS-computers are tools.		x		1
Teaching students to ask authentic questions.		x		1
Chapter 1 math in the middle school.		x		1
Active teaching for active learning in math.		x		1
Make them laugh and they're yours.		x	x	2
Managing resistant and oppositional behaviors.		x	x	2
Why Johnny can't write.		x		1
Answers to your questions.		x	x	2
Reading, writing and self esteem.			x	1
Cooperative learning.			x	1
The effect of oculomotor and visual perceptive dysfunction on learning styles and academic achievements.			x	1

APPENDIX D

Table

D-1 Broad Reading and Passage Comprehension^a Gains

Student	Broad reading NCE's			Passage comprehension NCE's		
	Pre	Post	Gain	Pre	Post	Gain
A	44	46	2	28	35	7
B	49	42	- 7	52	47	- 7
C	49	77	28	49	63	14
D	42	46	4	44	50	6
E	28	36	8	38	43	5
F	25	33	8	45	42	- 3
G	41	45	4	34	40	6
H	15	29	14	29	34	5
I	17	10	- 7	26	19	- 7
J	35	33	- 2	41	36	- 5
K	35	62	27	42	59	17
M	34.5	41.7	7.2	36.0	42.5	3.5
(SD)	(11.4)	(16.7)	(11.3)	(11.6)	(11.7)	(7.7)

Note. Maximum score = 100. N=11 students.

^aBroad reading and passage comprehension are conceptually equivalent to total reading and reading comprehension, respectively, on other norm-referenced standardized tests such as the California Achievement Tests.